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IDENTIFICATION AND EVALUATION OF CHARACTERISTICS OF KINDERGARTEN CHILDREN THAT FORETELL EARLY LEARNING PROBLEMS. SUMMARY REPORT.

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THIS DOCUMENT CONSISTS OF THE SUMMARY REPORT CONTAINED IN "IDENTIFICATION AND EVALUATION OF CHARACTERISTICS OF KINDERGARTEN CHILDREN THAT FORETELL EARLY LEARNING PROBLEMS." SEE ABSTRACT UNDER PS 000 918. (JS)

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SUMMARY REPORT

TITLE

Identification and Evaluation of Characteristics of Kindergarten Children That Future Early Learning Problems

Cooperative Research Project No. S-353 Small Contract
Program-Bureau Number 5-8053

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PS000919

William F. Reed
Principal Investigator

SUMMARY REPORT

[illegible]

The basic objectives were four in number:

1. The primary objective was to evaluate the concept inherent within the S-O-P matrix. It was paramount to determine if selective measures of the public performance in respect to motor, kinesthetic, tactile auditory, visual and graphic categories were reasonably specific and independent. It was also proposed that such performance would vary independently when the response behavior involved more generalized functioning, such as, mobility, laterality, spatiality, directionality, differentiation and temporality. To discover the specific nature of public needs and strengths in these areas can offer direction and economy to implementing training activities.

2. The second objective was to determine the effectiveness of an experimental training program. Over one hundred specific training activities were developed to correspond with the S-O-P areas. The purpose was to compare, by means of experimental versus control classes, the impact of training activities specially designed to enhance the functioning of public S-O-P performance.

3. The third objective was to [illegible] the public that [illegible] exhibited [illegible] perceptual delay toward [illegible] their S-O-P performance. It was also [illegible]

[illegible] ... 02 ... [illegible] ... lower ... 75, ... [illegible] ... level.

2. [illegible] ... experimental ... pupils:

   a. [illegible] ... to be ... significant ... experimental ... Add ... significant ... control group.

   b. [illegible] ... experimental ... reading ... were ... comparison ... boys, ... significant ... for boys.

   c. Positive ... changes ... for the experimental ... control ... from ... reading ... Both ... control ...

   d. Subtest ... Test ... pre- to post-testing ... control ...

   e. Subtest ... Test ... significant ... control ...

3. The results ... pupils ... disability ... were:

   a. Forty-five ... scored ... on ... tests ... upon ... retesting.

   b. These ... significantly ... from ... Metropolitan ... tests.

   c. The ... differentiate ... pupils ...